DOCUMENT RESUME

ED 183 757 CE 024 173

TITLE	Improved Career Education Policies through the Collaborative Efforts of Business, Industry, Labor, Government and Education. Career Education Program Project Performance Report. Final Report, October 1, 1977-January 31, 1979.
INSTITUTION	Education Commission of the States, Denver, Colo.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
BUREAU NO	554AH70459
PUB DATE	31 Jan 79
GRANT	G007700096
NOTE	69p.; Parts of the appended materials will not reproduce well due to blurred print. For related documents see ED 166 542-545.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Agency Cooperation; Business; *Career Education; Coordination; Educational Cooperation; Educational Legislation; Federal Legislation; *Institutional Cooperation; National Surveys; *Policy Formation; Public Policy; *School Business Relationship; State Legislation; Statewide Planning; Unions

ABSTRACT

To assist states in developing political/educational linkages that are basic to the implementation of career education, a national project was designed with three objectives: (1) to determine the nature and extent of the participation of business, industry, and labor in career education policy development and program implementation in each state, (2) to identify, classify, and report federal and state policies, laws, and regulations that have implications for planning, financing, and implementing career education at state and local levels, and (3) to develop, recommend, and facilitate alternative approaches to strengthening state education policies and legislation through the collaborative efforts of the constituency of the project. Information was collected through interviews with representatives of business, industry, labor, government, and education through a mail survey of agencies, individuals, and organizations. A twelve-member task force of nationally recognized experts and leaders of business, labor, industry, education, and government monitored all project activities, made recommendations based on collected data, and encouraged their use by individual constituencies. Reports of survey findings and the model legislative and policy alternatives developed from their synthesis were published in a series of task force reports and recommendations (see note). Dissemination included direct mailing; consultative assistance; presentation at state, regional, and national meetings; and national media publicity. (The process evaluation report is included.) (JT)

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ED183757

Career Education Program
Project Performance Report

(In response to OE Form 467, 2/76)

1. 554AH70459

2. G0077C0096

3. Final Report

4. Improved Career Education Policies through the Collaborative Efforts of Business, Industry, Labor, Government and Education

5. October 1, 1977 through January 31, 1979

6. Communications Project

7. Gene Hensley, Project Director

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CE 024 172

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PERFORMANCE REPORT

9. Background and Major Activities

The Education Commission of the States (ECS) project, Improved Career Education Policies through the Collaborative Efforts of Business, Industry, Labor, Government and Education, was designed to address a major problem related to the success of career education as an effective effort of education reform. Specifically, it was proposed that ECS initiate a project involving the collaboration of leaders from education, business, industry and labor to assist states in developing political/educational linkages that are basic to the implementation of career education. The goal of this project was:

- To improve career education policies through the collaborative efforts of business, industry, labor, government and education.

The objectives were:

- To determine the nature and extent of the participation of business, industry and labor in career education policy development and program implementation in each state.
- To identify, classify and report federal and state policies, laws and regulations that have implications for planning, financing and implementing career education at state and local levels.
- To develop, recommend and facilitate alternative approaches to strengthening state education policies and legislation through the collaborative efforts of the constituency of the project.

In general, the project was developed to provide five products or outcomes that would be useful to state leaders.

1. The collaboration of business, industry, labor and government in career education policy and program development would be

analyzed. Alternative approaches for improving efforts would be identified and reported to the states.

2. State and federal laws, policies and regulations related to career education would be collected, analyzed and information disseminated in readily useable form to the states.
3. Alternative approaches to strengthening state career education policies and laws would be identified, noting particular opportunities for participation of business, industry and labor leaders.
4. Continuing information and consultative services would be provided to state policy makers (i.e., business, industry and labor leaders, state boards, legislative committees and governor's offices) over a two year period.
5. Policy options and legislative information (i.e., alternative legislative approaches that could be utilized for analyzing and assisting state legislative efforts) would be provided to national, regional and state business, labor, political and educational organizations (i.e., National Conferences of State Legislatures, National Governors Association, AFL-CIO, United Auto Workers, National Association of Industry-Education Cooperation, etc.).

It was anticipated that this project would, over a period of time, result in increased awareness of the need for career education among education policy makers and business, labor and industry leaders. Although it was recognized that increased awareness might not occur during the first year of project activity, it was nevertheless expected that expanded knowledge of policy and legislative activity in the states would lead to increased commitments to

provide useful career education programs and to involve essential state leaders in the development of policies and legislation in the general area of career education. It seemed reasonable to expect that the major output of the project (both during the first and subsequent years) would be the development and eventual implementation of alternative state policies in programs reflecting the particular needs of each state. The ultimate expectation has been, of course, that states will assume a greater responsibility for career education activities with the result that students throughout the United States would be better prepared to cope successfully with the complexities of career decision-making.

Products produced by the project include a series of reports and other materials that were specifically designed for use by those decision makers at state, regional and national levels who are not necessarily experts in career education but who, nevertheless, make important education decisions. These reports and materials were developed in response to the recommendations of a 12-member national task force on career education chaired by Governor George Busbee of Georgia. During the second year of the project (1979-80) other publications are being specifically designed for those who deal with the political aspects of education (i.e., specifically prepared data packages, comparative policy analyses, etc.). Future task force reports will include additional recommendations related to policy and legislative development. These reports, like those produced during the first year of project activity, will be widely disseminated and publicized through the media and through the various national organizations. It should be noted that this project was planned to cover a period of 24 months. This report covers a time period from

October 1, 1977 (the beginning date of the project) through September 30, 1978.*

The following outline of major activities has been taken from the evaluation plan that was submitted to the Office of Education on November 17, 1977 and made an integral part of the work scope for the first project year.

Objective No. 1 -- *Project Startup*

This objective covers tasks originally scheduled for the first three months of project operation. Initial tasks were as follows:

Task 1. Select project director and staff. The project director, legislative analyst and secretary were identified and selected during the first quarter. The original proposal called for a project director (50% time), legislative/policy analyst (100% time), career education specialist (100% time), and a secretary (100% time). Because of reductions in the budget as originally proposed, the hiring of the career education specialist was deferred until August 15, 1978. Further it was decided that in order to insure that the project be started on time and that all tasks during the first six months of operation be completed as scheduled the project directors position was identified as full time. These changes were approved by the Office of Career Education.

The deferred position (career education specialist/field services coordinator) was filled August 15, 1978. Again, this change was approved by the Grants and Contracts Office and the Office of Career Education. It was decided to fill this position during the first project year

*This project was granted an extension until January 30, 1979 in order to complete task force reviews of products, printing schedules and product dissemination. Thus, some of the first year activity is reported during the period from October 1, 1978 through January 30, 1979.

and to make appropriate budget changes because of an unprecedented number of requests for information and services, increased task force activities, and the difficulty of completing all work required by the task force on time in order to meet scheduled reviews during the first year. A copy of a letter to Mr. Bill Hopkins, dated August 10, 1978 explaining the desirability of this change is attached.

The ECS Affirmative Action Plan and personnel policies were followed in the selection of staff.

Task 2. Prepare project summary for distribution to state educational leaders. The project summary in the form of a brochure was prepared and disseminated to the constituency of the Education Commission of the States (ECS). This brochure contained an outline of the goals and objectives of the project, services available from project staff and a list of members of the 1978-79 ECS Steering Committee. Three hundred copies of the brochure were originally printed and disseminated. The brochure has now been revised twice, once to include a list of task force members and an additional time to reflect changes in staff and to include a list of publications available from the project. The initial brochure was completed in November 1977 as scheduled. Other revision dates were April 1978 and December 1978. A copy of the most recent brochure is attached.

Task 3. Project methodology. An initial task of project staff was to review the general project methodology, including the management plan as outlined in the proposal, make refinements and prepare a more detailed working plan for accomplishing the objectives of the project. The plan was utilized by staff throughout the first 12 months of the project. This review produced

a detailed set of objectives with accompanying evaluation measures covering the first 12 months of the career education project. Sub-tasks under Task No. 6, Objective 1, were expanded. (See section on Objectives, Tasks and Sub-tasks, Evaluation Measures, Procedure and Rationale.)

Task 4. Compile project mailing list. Information concerning the goals and objectives of the project were widely disseminated to federal, regional and state leaders throughout the nation. Interested persons, agencies or organizations at the state and federal levels and leaders in business, labor, government and education were added to the general mailing list during the first year of the project. This mailing list continues to expand and names will be added throughout the second year. These mailing lists have been computerized and have been carefully integrated into the mailing list of the Education Commission of the States. It is now possible to identify by category any particular group of policy makers to which correspondence, materials and other mailings may need to be addressed. (Governors, state legislators, state board members, state higher education officers, career education coordinators, chief state school officers, interested persons in industry or labor, and various organizations in the industry, labor, education and government communities.) This activity will continue over the full two years of the project. Interested persons, agencies or organizations at state and federal levels, and leaders in business, labor and government totaled approximately 1,000 as of October 1, 1978.

Task 5. Conduct interviews with national and state leaders to identify and delineate key policies and legislative issues. Individual members of the

Education Commission of the States (i.e., governors, state legislators and state education personnel) were contacted during the early months of the project. State leaders were asked to identify potential key policy and legislative issues related to career education. The responses were noted and utilized as a basis for developing survey instruments and other data collection devices to be utilized during the first and second project years.

Initially, career education coordinators in six states were contacted to assist us in delineating the open-ended questions that were included in our survey of state career education coordinators and members of the industry and labor community. These activities were completed by January 1, 1978. It is anticipated, however, that issue identification in regard to policy concerns will be a continuous activity throughout the life of the project. The national task force on career education also provided assistance in identifying policy and legislative issues, particularly as they related to the work of the task force. Their assistance is clearly evidenced in the four reports that were developed as a result of task force deliberations and fact-finding by staff (see attached).

Task 6. Present progress report to ECS Steering Committee and make recommendations for task force appointments. A progress report on the career education project was submitted to the Education Commission of the States (ECS) Steering Committee at the Fall meeting, 1977. Project staff communicated directly with the ECS constituency, distributing brochures and other printed material that described the project (i.e., ECS Bulletin, Commissioner advisory material, elementary/secondary education newsletter and COMPACT magazine). A

call was made for nominations for members of the national task force on career education. The project followed the prescribed nominations procedure for all ECS task forces.* These activities were completed on schedule and those persons selected were formally invited to join the task force by the ECS Chairman, Governor Otis Bowen of Indiana on February 10, 1978. (See list of career education task force members on project brochure.)

Objective No. 2 -- *Determine the Nature and Extent of the Participation of Business, Industry and Labor Communities in Career Education Policy Development and Implementation in each State.*

Tasks 1 - 3. Develop survey instruments; survey state coordinators and members of the industry and labor communities. Survey instruments were developed with the assistance of state career education coordinators, members of the business, industry and labor communities and others who have had experience in career education. The survey instruments were tested on a sample of career education coordinators as well as members of the business, industry and labor communities. The instruments were developed and refined before embarking upon the survey. Originally it was anticipated that the task force members would be convened in time to review the results of the field survey and to make recommendations before surveying these groups; however, because of delays associated with the appointment of task force members (i.e., delays

*ECS Commissioners and others are asked to submit names for nomination and the Nominations Committee review all those that are received and make recommendations to the Executive Director of the Commission and the Project Director for final membership selection.

related to the necessity of following a prescribed procedure required by the Education Commission of the States) surveys were initiated without contacting the membership of the task force.

The completed survey instruments were distributed to the state career education coordinators and to members of business, industry and labor communities who had participated in developing state policies and laws having implications for planning and implementation of career education programs. The identification of appropriate business, industry and labor community members was difficult. Because there was an inadequate response to those questionnaires that were initially disseminated it was necessary to seek other respondents. This problem was overcome by contacting various state leaders, including career education coordinators, members of state advisory councils, the California Industry-Education Council and the National Association for Industry-Education Cooperation to assist us in identifying various persons who had participated in career education activities.

Ultimately, 51 career education coordinators and 104 business, industry and labor community members responded. Data collected from these respondents were analyzed and reviewed by the national task force on career education. Recommendations were based on these data, other studies and the collective experience of task force members. The recommendations are published in Collaboration in State Career Education Policy Development: The Role of Business, Industry and Labor, (see attached copy).

Task 4. Report results to state leaders and publicize data to news media. The collaborative report has now been distributed. Delays in establishing the task force resulted in the necessity of altering time lines in regard to

the work of the task force and consequently caused some delay in the publication of this report as well as others. Therefore, many special reports and news releases about this product are yet to be completed. They will, however, be finalized during the second year of the project.

Project staff have utilized this and other publications in a large number of meetings sponsored by states and education organizations throughout the country.

Task 5. Identify alternative state plans for increasing collaboration among key state leaders in business, labor, education and politics. As a result of survey information and other data collection efforts, the project has received a significant amount of information on various states' approaches to involving the business, industry and labor community in the policy development process. These materials have been routinely reviewed by staff as received and differences or similiarities have been noted. State leaders are routinely contacted through correspondence, telephone calls and personal visits in regard to continuing or new efforts they are making for increasing collaboration among state leaders. State profiles have been developed by the project staff which are continuously updated. Various approaches to increasing collaboration within the states were discussed by task force members at the second and third meetings (October 5-6, 1978 and January 19-20, 1979). Analysis of this information was completed Fall 1978 and incorporated into an appropriate task force report.*

*See ECS Report No. 117, Collaboration in State Education Policy Development: The Role of Business, Industry and Labor (see attached report).

Task 6. Implement alternative plans for increasing participation of business, industry and labor in career education. A number of requests for project assistance were received during the first project year. At the present time, staff has already begun preliminary work with approximately 10 states that have requested our services. It is important to note that 34 out of the 50 states have indicated that they would like to discuss the possibility of consultative services in regard to either increasing participation of business, industry and labor in career education or alternative approaches to legislating for career education. A list of states that have expressed an interest in working with project staff on policies, collaboration and legislation in career education during the second project year is attached (see also attached sheet describing staff travel).

Objective No. 3 -- *Identify, Classify and Continuously Report Federal and State Policies, Laws and Regulations that have Implications for Planning, Financing and Implementing Career Education Programs at State and Local Levels throughout the First Year.*

Task 1. Initiate, develop and expand data collection procedures. The compilation, classification and dissemination of information about state education developments are the major activities of the Education Commission of the States. Routinely, ECS collects information about current state legislative proposals and actions, state policies and major education and legislative programs. This information is typically made available to constituents upon request by ECS' Department of Research and Information Services. A centralized response system provides the states with rapid answers on topics as varied as minimal competency testing, student discipline, school finance and career education. During the early months of the project, existing information

available on state legislation and policies related to career education was reviewed. Letters were then sent to all 50 state legislative reference bureaus for additional information about existing state policies and legislation that have implications for career education. During the first quarter of the project's activity, approximately 250 short summaries of existing and pending legislation in career education and related areas was received. Additional requests are continuously being made for further information on bills that could be viewed as most relevant to the objectives of the project (i.e., rehabilitation legislation, legislation relating to the education of the handicapped, legislation concerning equal education opportunities, vocational education, etc.).

Information collected during the first project year was classified based on the classification system developed by ECS' Department of Research and Information Services. The original classification system has now been more carefully refined as a result of developing an index for existing state career education legislation, (this system is used in ECS Report No. 119, An Overview of State Career Education Laws). We are now able to identify, by topic, legislative provisions typically found in career education legislation.

To date, 21 states have enacted career education legislation although there are wide variations in the comprehensiveness of the laws and in the way the career education concept is viewed by the legislature. These laws, accompanied by a very brief analysis, are the subject of Report No. 119, An Overview of State Career Education Laws. As the report indicates, these laws have been grouped and indexed on a topical basis making them a useful source of

information for individuals who are interested in developing or amending career education legislation.

In addition, a wide variety of bills and statutes were received that had implications for state career education policy and legislative development. These laws and bills ranged from those concerned with "improving the quality of education," (that is, education reform measures) to bills providing funds for youth employment in conservation projects. Many related laws or bills were concerned with vocational education but had provisions similar to those found in career education legislation. In California alone, some 15 laws were identified in the education code, exclusive of vocational education laws, that included career education provisions. In all, approximately 75 bills or statutes have been received that have implications for career education. Information about these bills/laws will be included in a task force report to be published at the end of the second project year.

Data is continuously being entered on the project McBee Card reporting system.*

*The use of McBee Cards and a uniformed coding system has permitted project information to be easily managed. The McBee Card used at ECS is a standard size and is punched manually for sorting purposes. Sorting is also manual. Information can be selected on the basis of subject codes (i.e., youth unemployment, career education, special populations, etc.). These codes permit the user to sort information of different types; for example, state reports, state legislation, articles, documents, federal legislation, court cases, etc. Other coding can be related to state, requests, date, or activities (activity codes indicate that the information is concerned with ongoing activities of organizations, agencies, or projects).

Task 2 & 3. Establish liaison with governors offices, legislative reference bureaus, federal and state education agencies and business and labor organizations (i.e., NBAM, NAM, AFL-CIO) as specific sources for this data collection effort; analyze federal and state policies and legislation and private sector policies for career education implication. For the first several months, the focus of data collection efforts with respect to state legislation and legislative activity was on state legislative reference bureaus, state departments of education and the offices of state career education coordinators. ECS staff also collected and reviewed governors State of the State messages for 1978. The purpose in analyzing State of the State messages was to look for references to career education and discover any plans governors might have for initiating programs in career education. This, unfortunately, was a futile effort; there were a number of State of the State messages that referred to related concerns, such as vocational education or youth unemployment. but none referred specifically to career education.

Contacts were established with more than 100 business, education and labor organizations in an effort to gather objective information about policies and priorities of business organizations and agencies as reflected in their career education policy statements. The effort to collect these statements was in no way intended to be a comprehensive survey and the list of those to be contacted was developed from a variety of sources. A search of the available career education literature, personal communications, pamphlets and other printed materials provided names of businesses, agencies and organizations that might have expressed a point of view. Those who responded provided written clues as to what current areas of emphasis might be. In

some cases we received unsolicited information.*

Early in the project year liaison relationships were established with the Office of Career Education, Congressional staff of labor/education committees as well as subcommittees and appropriations committees, and with individuals within the Department of Labor (as a result of current widespread interest in youth employment legislation and its implications for career education). The career education project will continue to maintain these important relationships and to incorporate this information into our clearinghouse and brokerage functions. This task is continuous but was initiated on schedule during the first six months of the first project year.

Task 4. Prepare data for dissemination. This is a continuing activity. However, it should be pointed out that at both the first and second meeting of the task force, members reviewed current project efforts to identify, classify and continuously report federal and state policies, laws and regulations that have any implications for planning, financing and implementing career education programs at state and local level. Much of these data are summarized in two task force reports.**

At both the first and second meeting of the task force, members provided guidance and offered recommendations for the dissemination of the ECS Career

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*In fact, it was the influx of unsolicited information that prompted further study of business, industry and labor policy positions. Detailed information concerning these policy positions is contained in Report No. 120, Career Education: The Policies and Priorities of Businesses, Organizations and Agencies (attached).

**Report No. 119, An Overview of Career Education Laws and Report No. 118, Legislating for Career Education: A Handbook for State Policy Makers.

Education Project products. At the second meeting of the task force, members were assigned to various subcommittees. The subcommittee that has the most to do with this particular task is the policy and legislative subcommittee. This subcommittee has worked for the past several months with staff to assist in the dissemination of all products related to federal and state policies, laws and regulations.

Task 5. Report and publicize task force recommendations and publicize via news media. Task force reports containing information related to Objective No. 3 (Identify, Classify and Report Federal and State Policies, Laws and Regulations) have now been disseminated in accordance with task force recommendations to the ECS constituency.* These reports, over the next several months, will be publicized through news media and through ECS publications (i.e., ECS Bulletin, COMPACT magazine, etc.), and various newsletters and reports of other organizations. This is a continuing task and will be addressed over the next several months during the second project year.

*All four reports have been disseminated to ECS Commissioners, governors, chief state school officers, chairpersons of education committees in all state legislatures, state board of education chairpersons, state career education coordinators, chairpersons of state career education advisory councils, and a variety of national organizations concerned with career education.

Objective No. 4 -- *Develop and Recommend Alternative Approaches to Strengthening State Education Policies and Legislation through the Collaborative Efforts of the Constituency of the Project*

Task 1. Identify existing approaches to strengthening state policies and legislation. Current approaches to strengthening state policies and legislation are identified in ECS Report No. 119, An Overview of State Career Education Laws, and through Report No. 118, Legislating for Career Education: A Handbook for State Policy Makers. This information was prepared for analysis by the career education task force at its second meeting, October 5-6, 1978 in Denver, Colorado. At that time, appropriate subcommittees (legislative and policy subcommittee and collaboration subcommittee) reviewed in depth the information that was presented to them and made various recommendations for its improvement and its dissemination. It should also be noted that "Career Education in the States," a quarterly newsletter published as a service of the career education project, has now been issued.* This quarterly newsletter will continue to provide information about various approaches the states may use to strengthen career education activities (see attached).

Task 2. Prepare model legislation (sample) for use by project constituency in developing state legislation. Model legislation was prepared and underwent several revisions before it was finally issued. It is contained in ECS Report No. 118, Legislating for Career Education: A Handbook for State Policy Makers. This model statute is discussed in relation to various

*The first issue of this publication was distributed to our constituency with the reports of the task force.

administrative and government structures at state and local levels. This publication also includes provisions related to funding and program components. All provisions are written to be consistent with the provisions of the Career Education Incentive Act (PL 95-207). The task force subcommittee on legislation reviewed the model statutes contained within this publication and provided recommendations which ultimately were incorporated in the report. A copy of the report is attached.

The report was developed in consultation with Professor William Beaney, University of Denver Law School. In addition to a comprehensive review by our task force members it was reviewed by approximately 25 state career education coordinators and other state leaders within the ECS constituency. Many persons offered their critical reviews and comments, which were incorporated in the final publication. In general, all individuals expressed their approval of material contained in this report. (A few representative letters expressing approval of the reports are attached.)

Task 3. Conduct state meetings, upon request, utilizing model policies, legislation and other project materials. A number of organizations, including the Council of Chief State School Officers, the National Association of State Directors of Special Education and others were able to utilize draft copies of model policies and legislation in a variety of different meetings and conventions. In addition staff participated in a number of state meetings in Alabama, Texas, New York, Indiana and Colorado where these materials were extensively utilized. It is anticipated that additional requests will be received from states for consultative activities from staff and task force members where these materials will be utilized.

As indicated in a previous section of the report, staff is currently working with approximately 10 states on matters relating to the improvement of state policies and legislation in career education. Plans are now being made to assist several states in conducting state meetings and to provide other services as needed. It should be noted that consultative services and various other implementation activities were primarily identified to take place during the second year of the project. It was suggested, however, that if staff received requests prior to this time (during the first project year) we would endeavor to respond to the maximum extent possible. Five states were provided consultative services utilizing these materials during the first project year (Alabama, New York, Indiana, Texas and Colorado). This task was completed as scheduled.

10. Project Participants

The Career Education Project of the Education Commission of the States indirectly serves through publications and consultative services related to policy and legislative development the following groups: governors, state legislators, state education board members, chief state school officers, career education coordinators and others who require information on alternative methods of obtaining the active involvement of business, industry and labor in career education policy development and program implementation and who desire information on alternative legislative approaches to strengthening career education. Those persons actively assisting project staff include members of our national task force on career education. The composition of the task force is displayed on the participant summary form.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)											
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS											
COUNSELORS											
ADMINISTRATORS											
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY											
PARENTS											
OTHER (specify)											
TOTAL											

OE FORM 467, 2/74

OTHER:

National Task Force on Career Ed	0	0	2	11	0	13				9	4

11. Evaluation

During the second month of the project a detailed set of objectives with accompanying evaluation measures covering the first 12 months of the project were developed and sent to our project monitor, Mr. Terry Newell. Sub-tasks under Objective No. 1 were expanded as requested during negotiations for the project. At that time it was noted that the particular project activities initiated during the first of the project year would become part of intensive direct services (consultative services) during the second year's activities if funding was made available. This has now been accomplished.

As was originally discussed with the project monitor, a project such as this one does not lend itself to conventional evaluation designs such as might be found in a state or local program testing the efficacy of specific career education practices and their impact on student behaviour. It was our intention during the first 12 months of the project to monitor all project activities and to be in a position to show at the end of the first grant period that we had completed our tasks and hopefully accomplished our objectives. With the exception of certain delays associated with the development of products (i.e., special task force reports, handbooks, etc.) and resulting printing delays, all project activities originally outlined for completion during the first project period were completed as scheduled. It should be noted that ECS requested and received a grant extention through January 31, 1979 in order to complete all activities associated with the development and dissemination of products. This was necessary because of required reviews of all products developed by staff, by the special task force subcommittees on legislation and collaboration and by the full membership of the task force.

Scheduling delays for meetings and a series of suggested revisions by task force members resulted in the request for this extension. All products have now been completed, along with task force recommendations, and disseminated to the ECS project constituency.

Following are the project objectives (tasks and sub-tasks), evaluation measures and comments related to the procedure and rationale utilized in determining the extent to which we completed all project tasks.

11. Evaluation

DATE SCHEDULED FOR COMPLETION	OBJECTIVES (TASKS AND SUBTASKS)	EVALUATION MEASURES, PROCEDURE AND RATIONALE
	I. Complete project start-up activities by the end of the first quarter.	
	1. Select project director and staff.	Project staff was determined by scheduled completion date. The ECS affirmative action plans and personnel policies were followed. Some changes were made in the original staffing plan, with the approval of the Office of Career Education, as a result of budget reductions (see p. 5 for further detail).
10-14-77	1.1 Advertise positions and screen ECS personnel files	
10-21-77	1.2 Conduct personnel interviews and select staff	
	2. Prepare project summary for distribution to state education leaders	Project summary was prepared and disseminated before the scheduled completion dates. The project summary was designed as a brochure and included a form to be filled out by individuals wanting to be included on the project's mailing list. Approximately 25% of the forms attached to the brochure that were originally mailed were returned. It appears that the brochure did generate considerable interest in the project as indicated by the relatively high percentage of returns. Another indication was the fact that numerous newsletters and bulletins published by various education organizations contained project information that was taken from the brochures. The brochure was disseminated by the end of the first month of the project. It was revised during the sixth month of the project. More than 500 copies of the brochure were disseminated, with approximately 125 forms returned (25%).
10-28-77	2.1 Write and edit project summary	
11-4-77	2.2 Print and distribute project summary	
	3. Develop detailed project methodology	Project methodology was reviewed by the project staff and refined by the project director by the scheduled completion dates.
11-11-77	3.1 Review general project methodology	
	3.2 Refine project methodology	

DATE SCHEDULED FOR COMPLETION	OBJECTIVES (TASKS AND SUBTASKS)	EVALUATION MEASURES, PROCEDURE AND RATIONALE
	4. Compile project mailing list	The initial project mailing list was compiled by scheduled completion date. The mailing list was considered to be a major communication device and was developed from a variety of sources, including (1) the computerized mailing lists of ECS, including separate mailing lists for governors, state legislators, chief state school officers, state board members and ECS Commissioners. Additional sources for our mailing list came from those persons originally identified as participants in our collaborative and legislative survey and also, the state career education coordinators. Names included on this mailing list included the following groups: (1) interested participants throughout the United States in business, industry and labor; (2) legislative reference bureaus; (3) special interest populations (including key members of various education and political organizations such as the National Conference of State Legislatures, National Governors Association, National Association of Industry-Education Cooperation, etc.). From the standpoint of project staff and the collective membership of the national task force on career education, the rate and extent of growth of the project mailing list was deemed satisfactory. The project mailing list now includes approximately 3,000 persons. It has been an agenda item at the last three meetings of the task force. It appears that we have now developed an efficient system for adding various persons, agencies and organizations to the list. This procedure will be continuously monitored over the next several months. Number of mailed items include the following: 1. Project brochure - 500 2. Project newsletter - 1,000 3. Special mailings to task force members - 25 4. Special mailings to agencies and organizations - 6 5. Project publications - 1,000 (of each of four reports)
11-18-77	4.1 Review and update current mailing list	
12-2-77	4.2 Add interested persons, agencies, organizations through selective review of state and federal leaders in business, labor, government and education	
	5. Conduct interviews with national and state leaders to identify and delineate key policy and legislative issues	Interviews were completed by scheduled dates. The process utilized in conducting sample interviews was as follows: After a preliminary review of state documents (primarily state plans) initial phone contact was made with a geographically representative group of state career education coordinators to determine which state had: (1) a high level of activity in career education; and (2) had involved business/industry/labor and high-level

DATE SCHEDULED FOR COMPLETION	OBJECTIVES (TASKS AND SUBTASKS)	EVALUATION MEASURES, PROCEDURE AND RATIONALE
12-16-77 12-23-77	5.1 Telephone survey 5.2 Personal interviews	state officials in career education activities and policy development. Six states were then selected that included states from different geographic regions and that had developed varied approaches to planning and implementing career education. These states included New Jersey, Alabama, Florida, California, Michigan and Arizona. All of the individuals contacted were questioned with respect to their interests/concerns in career education, while the state career education coordinators in the six states were asked detailed questions about policy/legislative development in their states. These interviews provided the basis for developing the questionnaire described in II (1) below.
	6. Present progress report to ECS Steering Committee and make recommendations for task force appointments	The progress report was completed and disseminated to members of the steering committee during December 1977. A formal evaluation form as originally suggested was not included in the report since the report covered only the first two months of project activities. A letter to all members of the steering committee did, however, request their reactions to the work of the project. The ECS project received support at the first meeting of the steering committee. The first progress report included a request for recommendations related to task force appointments. ECS procedure for appointing task force members was followed.
12-16-77 12-23-77	6.1 Write progress report 6.2 Print and distribute progress report 6.3 Select task force members	
	II. Through survey activities, determine the nature and extent of participation of business/industry and labor communities in career education policy development and implementation in each state (end of the first project year).	
1-6-78	1. Develop survey instruments	Survey instruments were developed by scheduled completion dates. Questionnaire was reviewed by the ECS Department of Research and Information Services in terms of usefulness of information sought, comprehensiveness, clarity and efficiency. Field testing permitted additional corrections to be made. (Field testing included sending the survey to the six career education coordinators discussed in Part I (5) above.)
1-6-78 1-20-78	1.1 Field test instruments 1.2 Review instruments	

DATE SCHEDULED FOR COMPLETION	OBJECTIVES (TASKS AND SUBTASKS)	EVALUATION MEASURES, PROCEDURE AND RATIONALE
	2. Survey state career education coordinators	State career education coordinators were surveyed by scheduled completion dates, although responses to the telephone follow-up and the survey instruments were somewhat slower than anticipated. Survey data received from 51 out of 56 career education coordinators was received by approximately 4-78. Survey results were analyzed and reviewed by the task force, as described in Part II (3) below, and incorporated in Report No. 117, Collaboration in State Career Education Policy Development: The Role of Business, Industry and Labor.
2-24-78	2.1 Mail questionnaire 2.2 Telephone follow-up 2.3 Analyze data 2.4 Compile data review	
	3. Survey business, industry and labor	A second questionnaire was designed to elicit information on the collaborative process from business/industry/labor representatives involved in career education policy development (primarily, members of state advisory councils on career education). Individuals from these groups were selected who were known to have participated in the policy development process and they were asked to respond to a number of open-ended questions (i.e., reason for becoming involved, nature of involvement, opinion as to successfulness of involvement, opinion regarding major encouraging/discouraging factors affecting the collaborative process, etc.). Surveys were mailed to approximately 350 persons including individuals belonging to the California Industry Education Council and the National Association for Industry-Education Cooperation. Of the 350 surveys sent, 104 were returned from 34 states. Survey results were analyzed and reviewed by the task force at its second meeting (October 1978). The survey analysis was rewritten and reviewed at a meeting of the task force subcommittee concerned with collaboration in the policy development process in December 1978. At that time, additional recommendations were made for strengthening the report. These recommendations were incorporated in the final report (Collaboration in State Policy Development: The Role of Business, Industry and Labor), which was printed in January 1979. (An extention was granted by the Office of Career Education and the Office of Grants and Contract Management, extending the time allowed for this task to January 1979.)
2-24-78	3.1 Mail questionnaire 3.2 Telephone follow-up 3.3 Analyze data 3.4 Compile data review	
3-30-78	3.5 Convene task force to review data (task force meeting #1)	

DATE SCHEDULED FOR COMPLETION	OBJECTIVES (TASKS AND SUBTASKS)	EVALUATION MEASURES, PROCEDURE AND RATIONALE
	4. Report results to state leaders and publicize data through news media	Because of publication delays it was not adviseable to delay dissemination activities by developing special reports about them targeted to the various constituencies receiving the reports. Instead, each category of individuals received letters with the reports designed to draw their attention to those aspects of the reports that would be of particular interest to them. (Also see #13, dealing with "Dissemination Activities".) Copies of the reports were also sent to representatives of the news media with letters describing their contents. Other news media representatives have been identified and they will receive a set of reports in April 1979. The reports have been used in numerous state and regional meetings, both in draft form and in final published form. For example, draft publications were made available at the regional meetings for state career education coordinators sponsored by the Council of Chief State School Officers until the published reports became available. Drafts were also made available for state meetings in New Jersey, New York, Indiana and Texas and sent out on an individual basis to state officials requesting them.
4-7-78	4.1 Prepare special reports for target consumers (e.g., political and educational leaders).	
4-7-78	4.2 Prepare news releases	
9-30-78 (continuous)	4.3 Present results at state and national meetings	
	5. Identify alternative state plans for increasing collaboration among key state leaders in business, labor, education and politics	These contacts were made as scheduled (also see Part I (5) above). The information received, combined with information received from survey responses and from a variety of state documents, permitted the development of state profiles containing information on ongoing collaborative efforts in the development of state career education policies. These profiles are being continuously updated as new information becomes available.
5-12-78	5.1 Contact state educators	
5-12-78	5.2 Contact state political leaders	
5-12-78	5.3 Contact key keaders in private and public sectors	
	6. Implement alternative plans for increasing participation of business/labor in career education	This task is a continuous one. In the original proposal it was indicated that project staff expected to initiate these activities in the first project year but would be continued during the second year of funding. During the first project year, project staff worked with approximately six states on

DATE SCHEDULED FOR COMPLETION	OBJECTIVES (TASKS AND SUBTASKS)	EVALUATION MEASURES, PROCEDURE AND RATIONALE
9-30-78 (continuous)	6.1 Work with key education policy and business/labor groups on a request basis in implementing plans for participating in policy decision making at state levels (e.g., in conjunction with legislative subcommittees, state advisory councils, industry/education councils, governors, study committees, or other projects or political/education organizations with career education policy interests). All direct assistance will be on a request basis and will be provided within the limitations of project resources (staff and budget).	various alternative plans for increasing participation of project constituency in policy matters through participation in state meetings, regional and national conferences. A detailed report of the full range of this continuing activity will be included in the second year final report. (See section of report outlining various meetings, conferences and activities of other agencies and organizations in which project staff has participated.)
	III. Identify, classify and continuously report federal and state policies, laws and regulations that have implications for planning, financing and implementing career education programs at state and local levels throughout first project year	
	1. Initiate, develop and expand data collection procedures	The ECS Department of Research and Information Services routinely collects information on state legislative activity in all areas of education. Topically indexed summaries of legislative enactments (and legislative proposals) are available for the past six-year period. These summaries were reviewed for information on career education legislation and other, related legislation. Letters were also sent to legislative
3-30-78	1.1 Develop data collection plan	
4-14-78	1.2 Initiate data collection effort	

DATE SCHEDULED FOR COMPLETION	OBJECTIVES (TASKS AND SUBTASKS)	EVALUATION MEASURES, PROCEDURE AND RATIONALE
		reference bureaus in each state requesting information on existing or pending career education and related legislation. Survey instruments sent to state career education coordinators and to representatives of business/industry/labor also requested information on existing or proposed legislation. State career education plans were requested from state career education coordinators and reviewed for additional information.
	2. Establish liaison with governors' offices, legislative reference bureaus, federal and state education agencies and business and labor organizations (e.g., NABM, NAM, AFL-CIO) as specific resources for this data collection effort	Liaison activities have been established with the National Association of Manufacturers, National Association of Industry-Education Cooperation, AFL-CIO, United Auto Workers, American Association of School Administrators, National Association of State Boards of Education, American Vocational Association, National Manpower Institute, National Governors Association, National Conference of State Legislatures, National Association of School Volunteers, Council of Chief State School Officers and numerous other organizations. The section of this report dealing with lists of conferences attended, presentations made, etc., reflects the extent to which various organizations have been contacted and the degree to which the liaison activities have now been established. Additional activities associated with this objective (assistance received from other ECS projects and departments, information obtained from governors' offices and governors' messages, including state-of-the-state reports) were analyzed and noted in reports currently being developed by project staff. These activities have resulted in the development of a wide range of materials on policies and activities at the national level that have implications for career education (for example, YEDPA and other CETA programs, organizational activities and projects, etc.).
4-14-78	2.1 With task force assistance, contact selected organizations for information	
9-30-78 (continuous)	2.2 Solicit assistance from other ECS programs for legislative and policy information	
4-21-78	2.3 Review governors' state-of-the-state messages for career education content	
	3. Analyze federal and state policies and legislation for career education implications (O.E., Department of Commerce, Department of Labor, Vocational Education, Special Education, etc.). Initiate by 9-30-78 but continue into second year, pending funding	Analytic activities constitute a continuous set of project staff activities. Updated reports have been frequently provided to task force members and will be included in the project newsletter, "Career Education in the States," and in other project publications. Information on federal legislation/activities was also included in the task force reports completed during the first project year (see (5) below).

DATE SCHEDULED FOR COMPLETION	OBJECTIVES (TASKS AND SUBTASKS)	EVALUATION MEASURES, PROCEDURE AND RATIONALE
9-30-78 (continuous)	3.1 Contact each organization and agency 3.2 Combine, compare and organize data	
	4. Prepare data for dissemination	At the second meeting of the task force all data prepared for dissemination was presented to the task force in draft form. Task force recommendations were noted and incorporated into the final report. All materials were completed in time for the second task force meeting, although the task force meeting was delayed until October 5-6, 1978 since many task force members were unable to meet the original scheduled date for the second meeting.
9-15-78	4.1 Convene task force for review of data on policies and legislation, and for the review of outcomes of preceding activities (task force meeting #2)	
9-30-78 (continuous)	5. Report and publicize task force recommendations and publicize via news media	Recommendations by the task force are contained in four reports: Collaboration in State Career Education Policy Development: The Role of Business, Industry and Labor; Career Education: The Policies and Priorities of Businesses, Organizations and Agencies; Legislating for Career Education: A Handbook for State Policy Makers; and An Overview of State Career Education Laws. These reports have been widely disseminated (see III (4) above). They have also been sent to representatives of the news media.
	IV. Develop and recommend alternative approaches to strengthening state education policies and legislation through the collaborative efforts of the constituency of the project	
9-30-78 (continuous)	1. Identify existing approaches to strengthening state policies and legislation 1.1 Correspond with state leaders 1.2 Summarize findings 1.3 Report data to task force 1.4 Disseminate to ECS constituency policies and legislation	Successful approaches utilized in strengthening collaborative activities and addressing legislative problems were collected both formally and informally from the project constituency and incorporated in the draft reports that were presented for analysis and subsequent recommendations by the task force. These recommendations are contained in task force reports which have now been disseminated to the project constituency. This is a continuous activity. The initial work of identifying existing approaches to strengthening state policies and legislation was completed on schedule.

DATE SCHEDULED FOR COMPLETION	OBJECTIVES (TASKS AND SUBTASKS)	EVALUATION MEASURES, PROCEDURE AND RATIONALE
	2. Prepare model legislation (sample) for use by project constituency in developing state legislation 2.1 Draft legislation 2.2 Submit to task force for review 2.3 Review drafts	Based on existing state legislation, and in consultation with Professor William Beaney of the University of Denver Law School, a guide, or handbook was prepared containing a wide variety of legislative provisions that might, in various combinations, be utilized in the development of a state career education law. The guide was reviewed by the task force at its second meeting (October 1978) and revised in accordance with their recommendations. A second review by the subcommittee concerned with federal and state legislation took place in December 1978 and, after minor changes, the guide was published in January 1979. (A request for an extension of the grant period for further review and revision of the reports was approved by the Office of Career Education and the Office of Grants and Contract Management.)
9-20-78 (continuous)	3. Conduct state meetings (upon request) utilizing model policies, legislation and other project materials	State meetings and related work with states have now been initiated. During the first project year, the project began working with approximately 6 states: Indiana, New York, New Jersey, Alabama, Texas and Colorado. It is expected that the demand for project publications and for consultative services in utilizing project staff and task force members in state meetings will be continued.

12. Anticipated Changes and/or Problems

There were no insurmountable problems in completing the work scope during the first project year. There were, however, a number of delays primarily associated with (1) task force meetings; (2) data gathering and task force recommendations; (3) printing schedules; and (4) dissemination of task force recommendations and publications.

Task Force Meetings

Because of the necessity of following the ECS prescribed procedures for appointing task force members and task force chairpersons (as described elsewhere in this report) there were minor delays associated with appointing Governor Busbee to chair the task force and selecting individual members. These appointments were made, however, in time to hold the first meeting of the task force on schedule. Additionally, because of difficulties in scheduling the second meeting of the task force (because of conflicting schedules of task force members) it was necessary to delay the second meeting of the task force until October 1978. Because of this delay and consequent delays associated with the preparation of published products a request for an extension of the grant was made and was approved by the Office of Grants and Contracts and the Office of Career Education.

Data Gathering

The development of instruments utilized in data gathering activities (e.g., career education coordinators and representatives from business, labor and industry) was completed on schedule. There were minor difficulties in securing a significant number of responses from members of business, industry and labor to the questionnaires distributed. These problems,

however, were rectified (as described elsewhere in this report) and all data were collected and prepared in draft form for review by the task force at the second meeting.

Printing Schedules

Due to the above delays project staff found themselves confronted with minor difficulties in scheduling printing of task force reports and task force recommendations. These difficulties were, however, overcome and all publications scheduled for completion during the first phase of the project have now been completed.

Dissemination

Due to the above delays it was necessary to request an extension through January 31, 1979 in order to complete printing of reports and to allow sufficient time for task force subcommittees (e.g., legislative subcommittee and collaboration subcommittee) to review all draft materials. These problems were, however, overcome before the end of the grant period (January 31, 1979) and all publications, reports and task force recommendations have now been disseminated.

It should be apparent that all of these delays were interrelated. It would have been unwise to continue to schedule task force meetings at times originally proposed if materials had not been ready for review. Equally important was the consideration that the task force subcommittees (appointed at the second meeting of the task force to review publications and to make further recommendations) could not perform their job adequately if materials were not ready. These adjustments were approved by the project monitor and by the Office of Grants and Contract Management.

13. Dissemination Activities

The major audiences for project publications are state officials concerned with education and members of the business/industry/labor communities who have expressed interest in the concept of career education. Other national organizations, however, are also an important audience for project publications since, in many cases, the work of the national organizations in career education is mutually reinforcing. Dissemination activities directed toward these groups are listed below.

State Officials Concerned with Education

Initially, the project brochure was widely disseminated to ECS Commissioners who consist, typically, of the following individuals in each of ECS' member states and territories: the governor, the chief state school officer, the chairpersons of the two education committees in the legislature, the state higher education executive officer and two other individuals selected by the governor who are concerned with education issues at the state level. Thus, in sending the project brochure to these individuals, some 350 state officials concerned with education were acquainted with the project's objective and proposed activities.

During the year, through ECS publications and meetings, ECS Commissioners and a variety of other state officials were routinely informed of project activities and provided with information on the concept of career education. For example, at the ECS annual meeting held in Indianapolis in June 1978, a resolution representing the views of the task force on career education generated considerable discussion which led to its enactment at the fall steering committee meeting of the Commission.

Staff participation in meetings sponsored by other national organizations (see attached list of liaison and consulting activities) also generated interest in the concept of career education on the part of state officials. Numerous accounts of project objectives and activities appeared in the newsletters published by these organizations further strengthened interest in the project.

As noted elsewhere in this report, the publications of the task force were widely disseminated to state officials. Copies of the reports were sent, with a carefully targeted cover letter, to the following groups: ECS Commissioners, chairpersons of state boards of education, governors and chief state school officers (who are not ECS Commissioners), state higher education executive officers and chairpersons of the education committees in the legislatures (again, those who are not ECS Commissioners), and state career education coordinators. Copies were also sent to all state legislative reference bureaus. A copy of a typical cover letter is attached.

Representatives of Business, Industry and Labor

A strong effort was made at the beginning of the project year to identify individuals and organizations concerned with encouraging the involvement of business, industry and labor in the collaborative process surrounding career education. State career education coordinators and a number of state, regional and national organizations were asked to provide the names of individuals from the private sector who were involved with career education at the state level.

These individuals received the survey instrument described above (see Part II [3]) and those who responded contributed to the development of Report No. 117, Collaboration in State Career Education Policy Development: The Role

of Business, Industry and Labor. They, in turn, received a copy of the publication. In order to encourage greater interest, on the part of businesses and labor organizations, in the concept of career education, the project also developed Report No. 120, Career Education: The Policies and Priorities of Businesses, Organizations and Agencies. The report contains information on the various aspects of career education that have attracted the interest of different kinds of organizations as expressed in their formal policy statements. The report, which also has recommendations for developing or upgrading policy positions, was widely disseminated to state officials, to the private sector and to a wide variety of non-profit organizations.

National Organizations and Agencies

As noted elsewhere in this report, ongoing efforts of other national organizations are often related to and supportive of the activities and objectives of the project. The personal contacts, at meetings and by phone, with representatives of other organizations are too numerous to include in this report, but among the more frequent are contacts with the National Association for Industry-Education Cooperation, the Council of Chief State School Officers, the National Manpower Institute, the National Association of State Boards of Education, and the American Vocational Association. Although other organizations have been contacted less frequently, the exchanges of information have been substantive.

In terms of dissemination, these relationships have been significant in two ways. On the one hand, many organizations have described the project's activities, objectives and publications in their newsletters and other publications, leading to a very much wider audience for project publications than

would otherwise be the case and for numerous requests for assistance from the project staff. Second, other organizations have frequently referred requests for information and assistance to the project with the same effect (expanding the audience for project products and assistance).

14. Special Activities

Liaison and Consulting Activities

National Interstate Conference on Employment Security Agencies Incorporated. Participation in this conference was in response from an invitation from the president of ICESA to address this national conference on the importance of collaboration of education, labor and industry in improving manpower systems. Approximately 500 persons attended.	October 1977
Western States Career Education Conference, Los Angeles, California. To interpret the objectives of the ECS career education project and task force to California representatives of education, industry and labor at a major national conference. Approximately 1,500 persons attended.	October 1977
USOE Project Directors meeting, Washington, D.C. A meeting to orient new project directors to the goals and objectives of the Office of Career Education and to provide an opportunity for project directors of federally funded projects to share information and to learn more about various project activities.	November 1977
Meeting with representatives from the American Association of School Administrators, Council of Chief State School Officers, National Association of Industry-Education Cooperation, National School Boards Association and the National Association of State Boards of Education, to develop tentative plans for 1977 and 1978, to coordinate major project activities and to identify specific means of avoiding duplication of project activities. The meeting was in Washington, D.C. and one person from each organization attended.	November 1977
Meeting with members of staff of the National Association of State Boards of Education to coordinate project activities and survey and data collection procedures.	November 1977

Career Education State Plan Project Directors meeting, Washington, D.C., to interpret the goals and objectives of the ECS career education project, particularly those relating to legislation, to the career education state plan directors and to seek their cooperation in meeting project objectives. Approximately 50 persons attended.	December 1977
Career Education State Plan Project Directors meeting (second meeting), Washington, D.C., to interpret the goals and objectives of the ECS career education project, particularly those relating to legislation, to the career education state plan directors and to seek their cooperation in meeting project objectives. Approximately 50 persons attended.	December 1977
Regional conference on education for work sponsored by the American Association of Community and Junior Colleges and the American Vocational Education Association, Las Vegas, Nevada, to seek ways of providing continuity between career education, vocational education and other work related programs and to study various articulation models that are possible. Also to refine ways of improved cooperation between AACJC and ECS.	January 1978
Conference on career education and economic awareness to address conference participants on the initial activities of the ECS career education project and to seek ways of cooperating with such groups as the Industry Education Council of California, State Department of Education, Association of California School Administrators, etc.	January 1978
Meeting with Senator Gary Corbin's staff in Michigan to discuss potential development of new career education legislation for Michigan. Meeting was also held with education advisor to Governor Milliken concerning state and national career education issues.	January 1978

Office of the Governor (Georgia) to meet with Governor Busbee and his education aides to discuss the implementation of career education in Georgia and to seek Governor Busbee's services as Chairman of the ECS national task force on career education.	February 1978
Meeting with Office of Education Officials regarding career education policy development in the states, Washington, D.C. Also meeting with Congressional staff to develop liaison between ECS project and information users in Congress regarding state activities in career education.	February 1978
Governors Conference on Career Education (Alabama), The World of Work, to address this conference (approximately 300 people) on collaborative efforts of government with education. Also to meet with representatives from the AFL-CIO, AT&T and other labor and education organizations to further develop liaison activities. Meeting with Alabama State Advisory Committee on matters relating to possible improvements of state legislation in Alabama.	March 1978
Meeting with the Governor of Georgia (George Busbee) to plan for the first meeting of the national task force on career education.	April 1978
First meeting of the national task force on career education to conduct initial task force business. This meeting included organizational considerations, special interest of task force members in business, industry and labor and initial report on the status of legislation and collaboration on policy issues in the states.	April 1978
Industry Education Councils of America, Phoenix, Arizona. Invitation to address the Arizona Industry Education Council on topics related to the work of the project and seek a close relationship with the Industry Education Councils of America. Approximately 75 persons attended.	April 1978

Meeting with regional state coordinators to report on progress of the ECS career education project; to inform them about legislative activities in their state and seek their cooperation. Meeting was held in Phoenix, Arizona; approximately 20 persons attended.	April 1978
Liaison with Governor Busbee's staff to develop joint testimony for Congressional appropriation committee hearings on funding for the Career Education Incentive Act, PL 95-207. The testimony was ultimately submitted in behalf of Governor Busbee, the Education Commission of the States and the task force on career education.	April 1978
Staff assistance provided to Governor Bowen of Indiana who, as ECS Chairman, addressed the annual meeting of the National Association for Industry-Education Cooperation. Staff assistance was provided in developing the governor's address, "Education and Work: The Horse and Cart of Progress."	April 1978
Meeting of the American Vocational Association on the Contribution of Vocational Education to Job Creation and Development, to explore ways of strengthening linkages between career education and vocational education in efforts to develop, economically, to encourage entrepreneurial activity, etc.	May 1978
Office of the Governor (Alaska), Alaska State Board of Education and the State coordinator of career education, to interpret the ECS career education program and other education/work related activities to the governor and to the state board of education; to confer with the state career education coordinator on the status of legislative and collaborative developments in that state.	May 1978
Career Education project directors meeting, Dillon, Colorado. Meeting with various post secondary projects to report on the activities of the ECS career education project and to seek the involvement of various postsecondary organizations throughout the country. Approximately 15 people attended.	May 1978

Meeting with members of the Indiana advisory council on career education, the assistant superintendent of education and the state career education coordinator to discuss the advisability of developing career education legislation for the state of Indiana. Two task force members, Senator Ernest Dean and Beverly Smerling, participated in the meeting. (Note: A career education bill was introduced during the 1979 session of the legislature.)	June 1978
Telephone conversations with the New York State career education coordinator and the chairperson of the state advisory council subcommittee on legislation led to the provision of: (1) existing state career education laws; and (2) a "study bill" tailored to the specifications of the advisory council. The study bill was drafted by the project staff and is currently being refined by the subcommittee for future introduction in the legislature.	June 1978
Meeting, in Denver, with several staff members of the Center for Education and Work of the National Manpower Institute to discuss areas for future cooperative activity. Areas of project activities were discussed along with possible areas of joint activity (particularly with respect to the provision of technical assistance to the states).	June 1978
ECS annual meeting, Indianapolis, to report on the activities of the career education project to ECS Commissioners; to present a career education resolution to the Resolutions Committee and to plan for future activities in career education sponsored by the Commission.	June 1978
Meeting with the director of Indo-Chinese education and various Colorado projects related to Vietnamese education programs to explain the importance of career education in planning for Vietnamese students.	June 1978
Chief State School Officers Summer Institute to address the Chief State School Officers Summer Institute on linkages between vocational education and career education; political implications. Approximately 75 persons attended.	August 1978

Participated in panel on statewide networking at one of four regional conferences sponsored by the National Manpower Institute. The theme of the conferences was "Enhancing Education-Work Transitions for Youth: The Community Collaboration Approach."	August 1978
Office of the Governor (Georgia). Meeting with Governor Busbee and staff to plan for the second meeting of the national task force on career education.	August 1978
Meeting to provide testimony from the national task force on ECS project activities at the meeting of the National Advisory Council on Career Education and to comment on the relationship between state legislative activity and Public Law 95-207.	September 1978
Career Education Project Directors meeting, Washington, D.C.	October 1978
Colorado State Career Education Advisory Council. A meeting to develop priority directions for 1979-80 and beyond.	November 1978
Council of Chief State School Officers annual meeting, Phoenix, Arizona, to meet with the career education advisory committee, subcommittee and others on the relationship between career education and vocational activities and various state and local regulatory structures, particularly as they affect the awarding of academic credit in non-traditional education settings. Approximately 75 people attended.	November 1978
Council of Chief State School Officers (Career Education Coordinators Regional meeting) to participate in the technical assistance meeting in Salt Lake City, to interpret the progress of the ECS project particularly on matters relating to legislation to western regional coordinators.	November 1978

Speech and Hearing Association meeting, San Francisco, California. Meeting with the incoming president of ASHA and others regarding the implications of career education for special populations, particularly speech and hearing students and to explore ways the ECS national project might be of assistance to this national organization.	November 1978
Task force subcommittee meeting, Atlanta, Georgia, to meet with the task force subcommittee on legislation to review draft reports on publications relating to legislation and plan for the next meeting of the full task force.	December 1978
Task force subcommittee meeting, New York, to meet with the task force subcommittee on collaboration to review draft reports on publications relating to collaboration of business, industry and labor and to plan for the next meeting of the full task force.	December 1978
Meeting with National Advisory Council on Career Education, San Antonio, Texas to explain the legislative activities in the states, particularly in the southern and south central region and to seek ways of cooperating with the State of Texas in increasing collaboration of industry, education and labor and political leaders at the policy level. Tentative plans were also made at that time to explore specific ways of assistance that the ECS project might provide during the second project year.	December 1978
Colorado State Career Education Advisory Council. A meeting to develop action plans and to establish activities to implement those plans.	January 1979

15. Report Abstract

Improved Career Education Policies Through the Collaborative Efforts of Business, Industry, Government and Education
The Education Commission of the States

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Grant Award from
Career Education
Program for:
10/1/77-9/30/78
$160,000
Grant Award No.
G0077C0096

MAJOR OBJECTIVES:

1. To determine the nature and extent of the participation of business, industry and labor in career education policy development and program implementation in each state.

2. To identify, classify and report federal and state policies, laws and regulations that have implications for planning, financing and implementing career education at state and local levels.

3. To develop, recommend and facilitate alternative approaches to strengthening state education policies and legislation through the collaborative efforts of the constituency of the project.

PROJECT ACTIVITIES:

As the objectives outlined above indicate, the project, during the first year, was actively involved in developing information on the ways in which business, industry, labor and government have worked collaboratively to further career education. This was done through an initial series of interviews with representatives of business, industry, labor, government and education and ultimately through the use of a mail survey of appropriate agencies, individuals and organizations. Reports of survey findings have now been disseminated through a series of task force reports and recommendations.

Second, the project identified legislative and administrative efforts at both state and federal levels that have furthered the concept and practice of career education. Legislation was analyzed and model legislative policies were developed that: (1) identified alternative approaches to furthering career education; and, (2) was consistent with and supplementary to ongoing state and federal activities in career education.

Third, the information collected, and the model legislative and policy alternatives, were made available to representatives in government, labor, education, business and industry in a number of ways: (1) direct mailing

of project reports and materials; (2) minor consultative assistance during the first project year; (3) presentation of project materials at a number of state, regional and national meetings; and (4) through the national media. Further, a 12-member task force of nationally recognized experts and leaders of business, labor, industry, education and government monitored all project activities, made recommendations based on data collected by project staff and encouraged their use by their individual constituencies.

Finally, the project served as a resource for individuals concerned with state and federal policies and related activities in career education and also served as liaison between the states and the federal government in the area of career education.

EVALUATION:

A process evaluation report was prepared that contained information on the extent to which planned project activities were accomplished. It also included information on the number of requests for information, the number of meetings attended by project staff and their purpose, the volume of federal and state legislation collected and analyzed, and the number of consultative efforts undertaken during phase one by the project staff. Through the use of the McBee Card system, this information was collected by state, subject matter, type of activity and date.

COMMUNICATIONS:

As indicated above, the national task force was concerned in part with communicating with their constituencies about project activities and materials. Additionally, staff was involved in state and national meetings and the use of national media in an effort to provide other communications networks information concerning the products produced by the project. Finally, the project developed an extensive mailing list of individuals who will continue, during the second project year, to receive information and materials from the project.

DEMOGRAPHIC INFORMATION:

The project is national in scope, serving all 50 states and territories.

ATTACHMENTS

1. A copy of a letter to Mr. William Hopkins, dated August 10, 1978.
2. A copy of the most recent brochure.*
3. A copy of each of the four reports.*
4. A list of states that have expressed an interest in working with project staff on policies, collaboration and legislation in career education during the second project year.
5. A copy of "Career Education in the States."*
6. Sample copies of letters.
7. A copy of a typical cover letter that was sent with copies of the reports.

*Enclosed, but not attached to final report.

Education Commission of the States
300 Lincoln Tower • 1860 Lincoln Street
(303) 861-4917 • Denver, Colorado 80295

August 10, 1978

Bill Hopkins
U. S. Office of Education
Grants and Procurement Management Division
IOC Branch
ROB 3, Room 5715
400 Maryland Ave., S.W.
Washington, D.C. 20202

Dear Mr. Hopkins:

Pursuant to your telephone conversation with Mr. Larry Larsen, Associate Director of Administrative Services, on Wednesday, August 9th, the purpose of this letter is to request that our Career Education Project (Grant No. G0077C0096) be extended with no increase in funding from September 30, 1978 through November 30, 1978. We are also proposing minor budget changes to facilitate completion of our project activities. Our justification for requesting this extension and for approval of the proposed budget changes is as follows:

1. Much of the substantive work of the project is accomplished through activities of the national Task Force on Career Education currently chaired by Governor Busbee of Georgia. In terms of our original proposed work schedule, there was some delay in the final selection of the project's task force, particularly in the naming of the chairperson. This delay was caused by some indecisiveness on the part of the original person invited by ECS to chair the task force.

   At the most recent meeting of the task force, the chairman and other task force members found that because of previous commitments it would be inefficient to convene the entire membership of the task force until October 5-6, 1978, approximately one week beyond the end of the current grant period. Scheduled products related to the work of the project require review and approval of the entire task force before publication. Therefore, it would not be possible to arrange to spend money previously budgeted for publications and the final meeting of the task force until after the October 5-6 meeting. At that time it was also determined that three task force meetings during the current year might not be the most efficient way to proceed, given other responsibilities of the task force members, and that project staff might want to consider other ways of accomplishing the objectives of the project. We are therefore requesting reductions in the travel budget.

2. Because of delaying our next task force meeting until October 5-6, 1978, there have been some unanticipated changes in our project staff work schedule related to the collection of data and preparation of task force products. In our judgment it would be practical to employ an additional research associate for approximately one and one-half months (August 15th through September 30th) to assist project staff in completing work required for the final task force meeting of the current year. Hiring of this additional person would also allow us to continue to meet increasing requests for assistance to states.

3. Because of reductions in personnel necessitated by budget reductions at the time of grant award, we have not expended the full amount of money budgeted for supplies, communications and mailings, to date, and would like to reduce funds in these categories as specified on the attached budget sheet.

4. If an additional staff person is hired for the remaining grant period, we will require additional office space.

We therefore request that the following changes be approved:

1. That the ECS Career Education Project (with no increase in funds) be extended from September 30, 1978 through November 30, 1978.

2. That the following budget adjustments be approved:

   a. Personnel. Personnel be increased by $4,874 and fringe benefits by $365 to cover costs of adding a research associate for one and one-half months to assist project staff in completing work for the October 5-6 task force meeting and to cover additional costs for temporary help to assist with the typing of manuscripts and other materials to be utilized by the task force.

   b. Travel. Travel be reduced by $2,191, since only two meetings of the task force are planned for the current project year.

   c. Supplies. Supplies be reduced by $209 because of the reduction in staff (at the time the project was funded) to conform with suggested reductions in the overall budget.

   d. Rent. Rent be increased by $1,330 to cover the cost of additional office space for a fourth staff member (research associate) and to compensate for an underestimate in that area in the existing budget.

   e. Printing and Duplicating. Printing and duplicating be reduced by $1,472 to compensate for an overestimate in that area of the original budget. Based on data and materials selected, we have determined that four reports of approximately 50 - 75 pages will be highly effective in meeting the objectives of the project.

The estimated cost of the four reports is lower than anticipated, since it was originally felt that survey data might necessitate more publications than are in fact necessary.

f. Communications. Communications (telephone and telecopier) actual costs were overestimated by $1,354 although, again, the smaller staff accounts for some of the discrepancy in this area.

g. Staff Recruitment. Rebudgeted to cover increases in Personnel, and Rent and Maintenance categories.

We look forward to hearing from you at your earliest convenience in order that we can finalize our project's activities in a more efficient manner.

Sincerely,

Gene Hensley, Director
Career Education Project

Joanne Sells, Contracts and Grants Administrator

GH:aml

Encl.

CAREER EDUCATION PROJECT

BUDGET

Budget Category	Original Budget	Change	Revised Budget
Personnel	$ 65,500	+$4,874	$ 70,374
Fringe Benefits	11,798	+ 365	12,163
Travel	27,400	- 2,191	25,209
Supplies	1,855	- 209	1,646
Rent and Maintenance	4,261	+ 1,330	5,591
Printing and Duplication	10,592	- 1,472	9,120
Communications	3,040	- 1,354	1,686
Mailing	3,359	- 943	2,416
Staff Recruitment	400	- 400	-
Subtotal	128,205		128,205
Indirect (24.8%)	31,795		31,795
TOTAL	$160,000		$160,000

STATES THAT HAVE EXPRESSED AN INTEREST IN WORKING WITH PROJECT STAFF ON POLICIES, COLLABORATION AND LEGISLATION

Alabama
Arizona
California
Colorado
Delaware
Florida
Georgia
Hawaii
Idaho
Indiana
Louisiana
Maryland
Maine
Massachusetts
Michigan
Minnesota
Montana
Nebraska
New Hampshire
New Jersey
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
South Carolina
South Dakota
Texas
Virgin Islands
West Virginia
Wisconsin
Wyoming

OFFICE OF THE GOVERNOR
FRANKFORT, KENTUCKY 40601

JULIAN M. CARROLL
GOVERNOR

March 23, 1979

Mr. Gene Hensley
Education Commission of the States
Suite 300, 1860 Lincoln Street
Denver, Colorado 80295

Dear Mr. Hensley:

Thank you for your letter concerning the work of the Task Force which is studying the issues facing Career Education.

I was pleased to review the results of the first year of the Task Force's work, and I am pleased to note the move toward strengthening the collaboration of business, industry, and labor in the development of Career Education policies.

Progress is being made in the Commonwealth of Kentucky in the area of Career Education, and with the input from the Education Commission of the States a more effective program will be in operation in Kentucky school districts. The documents that the Commission is providing will be of great assistance for our state policymakers who are striving to improve Career Education for Kentucky's children.

Sincerely,

Julian M. Carroll

Resources: A sampling of programs, products and publications.

■ The Education Commission of the States' Career Education Project has available four new publications of vital importance to state career education officials. "Legislating for Career Education: A Handbook for State Policy Makers" (Report No. 118) is a very readable guide describing why legislation is necessary and the provisions which may or may not be needed in a state law.

"An Overview of State Career Education Laws" (Report No. 119) is a companion booklet reprinting actual state career ed laws enacted by the end of 1978. It's indexed for easy reference.

"Collaboration in State Career Education Policy Development: The Role of Business, Industry and Labor" (Report No. 117) summarizes results of a survey of 51 state career ed coordinators and over 100 representatives of business, industry and labor. The report is one of the few available nationwide perspectives of career ed collaboration.

A companion publication, "Career Education: The Policies and Priorities of Businesses, Organizations and Agencies" (Report No. 120) analyzes a selection of career ed policy statements and provides insight into why these groups have given their support to the career education concept.

All four booklets are available without charge from the Career Education Project, Department of Elementary/Secondary States, 1860 Lincoln St., Suite 300, Denver, Colo. 80295. A free newsletter, "Career Education in the States" also is available. Contact editor Carol Andersen at the same address.

■ Intended to help students develop skills needed for survival in the specific states in which they live, a series by Holt, Rinehart and Winston is titled, "Minnesota Survival," "Utah Survival," "Pennsylvania Survival," etc. Featured is information about employment certificates or work permits, drivers' licenses, highway maps, official procedures, state departments and agencies. For information, write Holt, Rinehart and Winston, CBS Inc., 382 Madison Ave., New York, N.Y. 10017, Attn: School Promotion Department.

■ The National Center for Research in Vocational Education has published Teaching for Transfer: A Perspective for Practitioners ($2.35), described as an informal discussion of need for teachers to give more attention to transferable skills. Also Minimum Competencies and Transferable Skills: What Can Be Learned from the Two Movements ($5.10), a report comparing and contrasting potential impact of transferable skills and minimum competency testing movements on school programs, staff and students. Monographs will be available in May/June 1979 from National Center for Research in Vocational Education, National Center Publications, Ohio State University, 1960 Kenny Rd., Columbus, Ohio 43210.

■ A Decade of Gallup Polls of Attitudes toward Education summarizes public opinion surveys 1969 through 1978, with trends and observations. Published by Phi Delta Kappa, Inc., Box 789, Bloomington, Ind. 47401. Phi Delta Kappa is preparing a kit for school districts desiring to conduct a local poll. Inquiries about the kit should be addressed to Dr. Wilmer Bugher, Assoc. Exec. Secy., Phi Delta Kappa, Box 789, Bloomington, Ind. 47401, telephone (812)339-1156.

■ The latest edition of the U.S. Government Printing Office catalog lists these career ed publications: (more)

EXECUTIVE CHAMBERS
HONOLULU

GEORGE R. ARIYOSHI
GOVERNOR

March 28, 1979

Mr. Gene Hensley
Project Director
Career Education Project
Education Commission of the States
Suite 300
1860 Lincoln Street
Denver, Colorado 80295

Dear Mr. Hensley:

Thank you for sending me copies of your four reports on career education. I am sure that they will be valuable sources of information as we continue our career education efforts in Hawaii. We are particularly interested in strengthening the collaboration among educators, business, industry, labor, and government and are pleased that two of your reports address this topic.

We look forward to receiving additional reports from you in the future.

With warm personal regards, I remain,

Yours very truly,

George R. Ariyoshi

George R. Ariyoshi

State of Wisconsin \ DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Catherine L. Stehly, Ed.D., Assistant Superintendent

April 12, 1979

Mr. Gene Hensley
Project Director, Career Education Project
Education Commission of the States
Suite 300, 1860 Lincoln Street
Denver, Colorado 80295

Dear Mr. Hensley:

State Superintendent Thompson has just shared with me the four reports dealing with strengthening state career education policies and legislation developed by your Career Education Task Force. We understand that some additional copies may be available at no charge while your supply lasts. Would it be possible for you to send directly to me one copy of each of the four reports?

We believe the reports to be exceptionally well done. They will be very helpful in our daily work here.

Sincerely,

William J. Erpenbach, Ph.D.
Supervisor, Counseling and Guidance
Pupil Services Section

WJE/jas

126 Langdon Street, Madison, Wisconsin 53702